



EXAME FINAL NACIONAL DO ENSINO SECUNDÁRIO

Prova Escrita de Inglês

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho

Prova 550/1.ª Fase

8 Páginas

Duração da Prova: 120 minutos. Tolerância: 30 minutos.

2014

Utilize apenas caneta ou esferográfica de tinta azul ou preta.

É permitida a consulta de dicionários unilingues ou bilingues, sem restrições nem especificações.

Não é permitido o uso de corretor. Deve riscar aquilo que pretende que não seja classificado.

Para cada resposta, identifique a atividade e o item.

Apresente as suas respostas de forma legível.

Apresente apenas uma resposta para cada item.

Responda, preferencialmente, aos itens pela ordem em que se apresentam, dado que cada um deles se integra numa sequência que contribui para a realização da tarefa final.

Nas respostas aos itens, não forneça elementos da sua identificação pessoal, como, por exemplo, o seu nome.

As cotações dos itens encontram-se no final do enunciado da prova.

Sugestão de distribuição do tempo de realização da prova:

Atividade A	20 minutos
Atividade B	50 minutos
Atividade C	40 minutos
Revisão geral	10 minutos

Your final task is to write an argumentative text on whether it is better for students to have only one passion or many interests and abilities.

Activities **A** and **B** will provide you with input for Activity **C**.

ACTIVITY A

1. From the list below (**A** to **I**), identify the **three** aspects that are mainly associated with an **argumentative text**.

Write only the letters.

- (A) plot
- (B) entertainment
- (C) feelings
- (D) instructions
- (E) points of view
- (F) refutation
- (G) series of steps
- (H) setting
- (I) use of evidence

2. Organise the words/expressions below under the headings given, according to their function.

Write only the letters and the numbers.

(a) exemplifying/clarifying

(b) generalising

(c) expressing sequence

- (1) and then
- (2) broadly speaking
- (3) for instance
- (4) in most cases
- (5) in other words
- (6) namely
- (7) on the whole
- (8) such as
- (9) that is to say
- (10) to begin with

3. Choose from the options **A** to **D** the one that combines the sentences given in a meaningful way.

Write only the numbers and the letters.

3.1. Applying to college may be easy. Getting in can be tough.

- (A) Applying to college may be easy; otherwise, getting in can be tough.
- (B) Applying to college may be easy. Furthermore, getting in can be tough.
- (C) While applying to college may be easy, getting in can be tough.
- (D) As long as applying to college may be easy, getting in can be tough.

3.2. Some students delay their college education. They simply cannot come to a decision about the course they want.

- (A) Besides not being able to come to a decision about the course they want, some students delay their college education.
- (B) Since some students simply cannot come to a decision about the course they want, they delay their college education.
- (C) Some students delay their college education. Therefore, they simply cannot come to a decision about the course they want.
- (D) Some students delay their college education. Nevertheless, they simply cannot come to a decision about the course they want.

4. Complete the following text with **four** words/expressions from the list below.

Use each word/expression only once.

Write only the letters and the numbers.

Some students are said to be “well-rounded.” But what does being “well-rounded” mean? It means knowing **a)** about many different things in life, from literature to current events, geography or music. If you feel curious about different subjects, you may find out that **b)** new interests can lead to new hobbies.

However, not **c)** will think this diversity is a worthy goal. There are people who believe you will be more successful in the future if you specialise in one thing early in life. In theory, we can **d)** develop a special gift, so you should find yours as soon as possible instead of dabbling in too many things.

- | |
|----------------|
| 1) somebody |
| 2) a little |
| 3) no |
| 4) everybody |
| 5) each |
| 6) either |
| 7) nothing |
| 8) anybody |
| 9) a number of |

5. Complete the sentences with a word formed from the one given in brackets.

Write only the letters and the corresponding words.

- a) Some students _____ (estimate) the value of having an interesting hobby when applying to some colleges.
- b) It is _____ (like) you will be accepted at a top American university, unless you submit an impressive application.
- c) College life offers _____ (count) opportunities to gain confidence and develop your own interests.

ACTIVITY B

Read the following text.

Does Every Kid Need a “Passion”?

Dan Edmonds, who works at Noodle.org, an education company that helps high school students with the college search and application process, answers this question.

1 For some years now, “passion” has been a buzzword in college admissions. A decade or two ago, candidates were expected to be “well-rounded” and students would rush to sign up for as many different extracurricular activities as they could fit into their calendars. This was because when choosing candidates colleges consider not only the students’ results in exams but also
5 their interests, extracurricular activities, or how they perform at an interview. Today’s emphasis on having a passion requires early specialization in an activity, talent, time and often money.

For some applicants, identifying an interest is easy but a large number of students don’t have some consuming passion. Or if they do, it is either not too unique or not the sort of thing you’d want to advertise on a college application form.

10 What happens to the students who don’t have a passion? All too often, well-meaning parents or teachers try to make them “find” one anyway, so that their application will be more appealing to colleges. I once worked with a student who drew his own Edgar Allan Poe-inspired⁽¹⁾ graphic novel, but whose mother kept pushing him into more traditional painting. I’ve worked with other parents who have seized on the first sign of interest their child has shown in something
15 sufficiently impressive and done mad searches for summer programs to support that interest.

But I’ve seen a positive side to the search for a passion, too. I worked with a student a few years ago who was interested in photography. Her mother had high hopes for her daughter, and she tried to do whatever she could to help her. Her daughter’s love of photography, something non-academic that might have been discouraged and replaced with something more academic
20 in decades past, was instead nurtured. As a result, the daughter went from being a complete novice to a talented amateur who saw her photographs win contests.

The greatest benefit of this new emphasis on passion is that it encourages students to find something that is truly theirs. It allows them to assert their identity and follow their interests in a concrete way, to acquire discipline and to experience the challenges that come from the
25 enthusiastic engagement in an interest. Does every student need a passion? Not at all, and it certainly shouldn’t be forced upon them. But the search for one, done right, can be tremendously positive. In the end, what you gain from this can only enhance your application.

<http://ideas.time.com/2012/07/02/does-every-kid-need-a-passion/> (abridged and adapted)
(accessed 21.09.2012)

⁽¹⁾ Edgar Allan Poe – American writer

1. Match the following headings to the corresponding paragraphs. **Two** of the headings do not apply.

Write only the letters and the paragraph numbers (1-5).

- a) Naming a passion – a tricky task
- b) A successful passion
- c) Definition of “passion”
- d) Effects of passion on personal development
- e) A shift in college trends
- f) College passions
- g) Directing passions

2. Identify the paragraph to which the following sentence might be added.

Write only the paragraph number.

“One student, for example, spent some months studying medicine even though, she confessed to me, she had no real interest in becoming a doctor.”

3. Complete the following sentences according to the text.

Write only the letters and the corresponding answers.

- a) Some years ago, colleges _____ “well-rounded” students.
- b) The author mentions a student who drew _____ by Edgar Allan Poe.
- c) He also mentions a mother who _____ anything to help her daughter.

4. Find words in paragraphs 2, 3 and 5 that have the opposite meaning to the words below. There is only one opposite word for each.

Write only the letter of each word and its corresponding opposite.

- a) common
- b) unattractive
- c) dissuades

5. Explain the meaning of the following sentences/expressions in the text.

Write only the letters and the corresponding answers.

- a) “it is (...) not the sort of thing you’d want to advertise” (ll. 8-9)
- b) “mad searches” (l. 15)

6. Explain the idea the author is conveying with the use of inverted commas in “find” (l. 11).

ACTIVITY C

Write an argumentative text on whether it is better to have only one passion and be very good at it or to be someone with many interests and abilities. Your text is to be published in a special issue of an online youth magazine about college applications.

Write between 150 and 220 words.

You may use the input provided by Activities A and B.

Do not sign your text.

FIM

COTAÇÕES

Atividade A

1.	5 pontos
2.	5 pontos
3.	10 pontos
4.	10 pontos
5.	10 pontos
	<hr/>
	40 pontos

Atividade B

1.	15 pontos
2.	10 pontos
3.	15 pontos
4.	15 pontos
5.	15 pontos
6.	10 pontos
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	80 pontos

Atividade C

.....	80 pontos
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	80 pontos

TOTAL **200 pontos**